Mont**CAS**

(Montana Comprehensive Assessment System)

English Language
Proficiency Assessment

Training Handout

for the

2010-2011 Administration

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

1

MontCAS
(Montana Comprehensive Assessment System)

English Language Proficiency Assessment

Training
for the
2010-2011 Administration

To advance slides, please click Enter.

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2

Outline

I. Overview: What, Who, Why, When, and What's New

II. Test Coordinators' and Test Administrators' Roles & Responsibilities

III. Structure and Format of the Assessment

IV. Test Administration Procedures

V. After Testing

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3

I. What, Who, Why, When: MontCAS ELP

◆ Statewide test of all identified LEP students

◆ Mandated by the No Child Left Behind Act

◆ Testing window: October 18 – November 19, 2010

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4

Who is an LEP student?

1. Not born in U.S., or native language other than English; OR

2. Comes from an environment where English is not the dominant language; OR

3. American Indian or Alaskan Native who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

In addition, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

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5 — MontCAS ELP 2010-2011

Key Dates

August 2– 20	Submit special orders for Beginner Level forms, if needed
September 3	Training materials ship to System Test Coordinators
September 15 – October 30	Enter enrollment and program participation data for LEP students into AIM System during AIM Beginning of Year Collection
October 27	Student data extracted from AIM for Student Barcode Labels
October 4	Assessment materials ship to System Test Coordinators
October 18 – November 19	Assessment window
November 8	Student barcode labels ship to System Test Coordinators
December 3	Deadline for all materials to be shipped to Questar (All materials must be received by December 10.)

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6 — What's New for 2010-2011

◆ Alternate Forms

◆ New Kindergarten Registration Form

◆ Kindergarten Writing Subtest
  ▪ Part 1: Student Participation
  ▪ Part 2: Writing Checklist

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7 — What's New (Continued)

◆ Oral Reading Fluency
  ▪ Part of the Reading test
  ▪ Administered at end of Speaking Test
  ▪ Test administrators will need a stopwatch
  ▪ Write and bubble total number of Words read & number of Errors on answer document

◆ Student Barcode Labels
  ▪ Test Administrators print student's full name on answer document
  ▪ School Test Coordinator checks and affixes barcode labels, after materials are returned to them by Test Administrators

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8 — II. Roles and Responsibilities

◆ System Test Coordinator

◆ School Test Coordinator

◆ Test Administrator

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9

System Test Coordinator

Before testing:

✓ Receive and distribute training materials.

✓ Receive, inventory, and distribute assessment materials.

✓ Order additional materials, if needed, using the *Additional Materials Order* sheet downloaded from the OPI website.

✓ Communicate the importance of test security using the *OPI Guidelines and Procedures for Test Security*. http://www.opi.mt.gov/PDF/Assessment/CRT/TA/10TestSecurity.pdf

✓ Inform School Test Coordinators about the testing window and deadline.

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10

System Test Coordinator

During testing:

✓ Be available to answer School Test Coordinator or Test Administrator questions.

✓ Distribute additional materials to schools, if needed.

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11

System Test Coordinator

Key to a smooth operation:

➔ Read the *MontCAS ELP Test Coordinator's Guide*, then use it as a reference tool when needed.

➔ Use the System Test Coordinator's Checklist.

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12

School Test Coordinator

Before testing:

✓ Receive assessment materials.
✓ Check quantities.
✓ Distribute materials to Test Administrators.
✓ Implement procedures to maintain test security.
✓ Plan training for Test Administrators.
✓ Schedule testing sessions.

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13

School Test Coordinator

Key to a smooth operation:

➔ Use the School Test Coordinator's Checklist found in the *MontCAS ELP Test Coordinator's Guide.*

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14

Test Administrator

Before testing:

✓ Prepare yourself.

✓ Check the materials.
  ▪ Make sure there is an answer document for each student to be tested.
  ▪ Print student's full last name, first name, and middle initial on the answer document.

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15

Test Administrator

During testing:

✓ Follow the script in the Test Administrator Manual.

✓ Monitor students.

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16

Test Administrator

Key to a smooth assessment process:

➔ Use the Test Administrator's Checklist found in each *Test Administrator Manual*.

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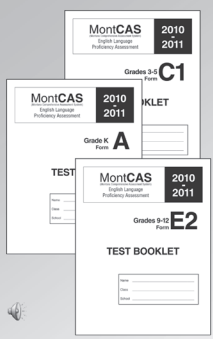
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17

III. Structure and Format of the Assessment

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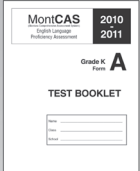
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18

Grade Spans & Test Forms

Grade-Span	Forms
K	A
1-2	B1 & B2
3-5	C1 & C2
6-8	D1 & D2
9-12	E1 & E2

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19

Subtests for Grade K (Form A)

Subtest	Administered
Listening	Individually
Speaking	Individually
Reading	Individually
Writing	Individually

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20

Subtests for Grades 1-12 (Forms B, C, D, & E)

Subtest	Administered
Reading	Group
Writing	Group
Listening	Group
Speaking	Individually

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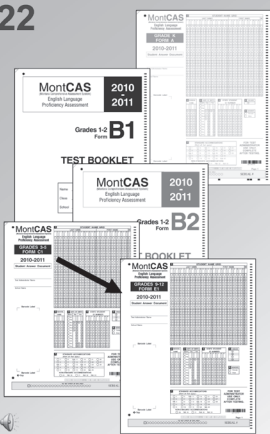
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21

Test Booklets

- One test booklet per student.

- Make sure the student is given the correct test booklet (Level 1 or Level 2) from the start.

- Students write their name on the test booklet.

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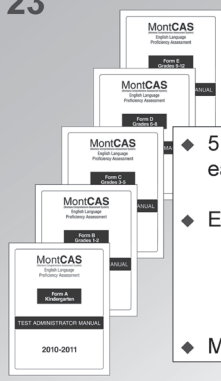Notes: _____

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22

Answer Documents

Grade Span	Answer Documents
K	Form A answer document
1-2	Form B1 test booklet Form B2 test booklet
3-5	Form C1 answer document Form C2 answer document
6-8	Form D1 answer document Form D2 answer document
9-12	Form E1 answer document Form E2 answer document

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23

Test Administrator Manuals

- 5 Test Administrator Manuals: one for each grade-span level

- Each contains:
  - General instructions
  - Grade-span-specific instructions
  - Script for each subtest (R, W, L, S)

- Must be kept secure

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24

Listening CDs

- All Listening Tests are administered with a form-specific Listening CD

- Test Administrators will need a CD player or a computer with sound card and speakers

- Test CD & sound quality of player

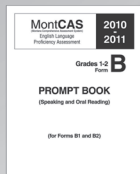- Test Administrators pause CD when tone sounds, to give students time to respond

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25

Prompt Booklet (Speaking and Oral Reading)

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2010-2011
Grades 1-2 Form **B**
PROMPT BOOK
(Speaking and Oral Reading)
(for Forms B1 and B2)

◆ For <u>grade span 1-2 only</u>, there is a Prompt Book (Speaking and Oral Reading)

◆ It contains
  ◆ Speaking Test Prompts for both Form B1 and Form B2 Speaking Tests
  ◆ Oral Reading Prompts for Form B2 Oral Reading Test

◆ One per Test Administrator

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26

IV. Test Administration:

A. General Procedures

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27

Test Site

◆ Individual Testing
  • Quiet one-to-one environment
  • Seating

◆ Group Testing
  • Quiet room
  • "Testing: Do Not Disturb" sign on door
  • Desks must be cleared

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28

Test Security

◆ Responsibility of both the Test Coordinator and Test Administrator

◆ All test materials must be accounted for

◆ All test materials must be returned to Questar

◆ No pages may be duplicated (except "General Instructions" and Test Administrator Checklist)

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29

Affixing Student Barcode Labels

- ▪ Test Administrators
  - – Print the student name on student answer document

- ▪ School Test Coordinator
  - – Affix student label to appropriate answer document
  - – Or must bubble in all student information by hand, if there is no barcode label

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30

Voiding Barcode Labels

Void a Student Barcode Label if:

- ◆ the school designation is incorrect
- ◆ the student is no longer enrolled in the system
- ◆ the student is no longer identified as LEP
- ◆ the grade is incorrect (the student's information must then be bubbled in on the answer document and the AIM Coordinator instructed to correct the student's grade information in the AIM system)

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31

Voided Barcode Label Form

MontCAS ELP 2010-2011 Assessment
FORM FOR VOIDED BARCODE LABELS

System Name: _____ System Code: _____

1. Write in your system name and code on lines provided.
2. Place each student's voided barcode label in the designated area on this form.
3. Fill in the appropriate bubble to indicate why the barcode label was voided. If Other (for example – school name and/or grade designation is incorrect), then write a brief description on the lines provided.
4. Return this form to Questar along with other testing materials.

If you have any questions regarding voided barcode labels, please contact Karen Richem, Assessment Specialist, at (406) 444-0748 or krichem@mt.gov.

Place Barcode Label Here

① No longer in system

② No longer LEP

③ Other_____

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32

Primary/Home Language Look-Up Table

Code	Value		Code	Value
eng	English		nai	North American Indian
ara	Arabic		nav	Navaho; Navaho
arp	Arapaho		nep	Nepali
chi	Chinese		nor	Norwegian
chy	Cheyenne		oji	Ojibwa
cre	Cree		pol	Polish
cze	Czech		por	Portuguese
fas	Persian		rum	Romanian
fin	Finnish		rus	Russian
fre	French		sal	Salishan languages
ger	German		sio	Siouan languages
hin	Hindi		spa	Spanish; Castilian
hmn	Hmong		tai	Tai (Other)
hrv	Croatian		tgl	Tagalog
jpn	Japanese		tur	Turkish
kor	Korean		urd	Urdu
kut	Kutenai		vie	Vietnamese
mis	Uncoded languages		XXX	Blank Field

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33 Language of Impact Look-Up Table

Code	Value		Code	Value
01	Arabic		22	Navajo
02	Arapaho		23	Nepalese
03	Assiniboine		24	Norwegian
04	Blackfeet		25	Oneida
05	Cheyenne		26	Polish
06	Chinese		27	Portuguese
07	Chippewa		28	Romanian
08	Cree		29	Russian
09	Croatian		30	Salish
10	Crow		31	Shoshone
11	Czech		32	Sioux/Dakota
12	Farsi		33	Spanish
13	Finnish		34	Tagalog
14	French		35	Thai
15	German		36	Turkish
16	Gros Ventre		37	Urdu
17	Hindi, Hindustani		38	Vietnamese
18	Hmong		39	Other – Non American Indian
19	Japanese		40	Other – American Indian
20	Kootenai		XX	Blank Field
21	Korean			

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34 Grouping Students for Testing

As long as the groups are not too large:

◆ All LEP1 Beginner Level students within a grade span may be tested together on the Reading, Writing and Listening Tests.

◆ All other LEP students within a grade span (using Level 2 form) may be tested together on the Reading, Writing and Listening Tests.

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35 Maximum Group Size

Maximum group size depends on the maturity of the students and the number of available monitors.

◆ For grades 1 and 2, we recommend groups of no more than 5-7 students.

◆ There should be enough adults to monitor all students.

◆ For the Listening Test, take into consideration the acoustics.

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36 Prompting

◆ In general, prompting is not allowed.

◆ Exceptions:
  • To clarify a student's response
  • If student responded in another language

◆ Test Administrator may repeat a question once if:
  • There was a distraction or interruption
  • Student did not yet begin to respond and asks for question to be repeated

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37

Translating Directions

◆ Initial directions to group may be translated into students' native language(s) if necessary.

◆ No item directions or item content may be translated. The script must be read in English exactly as printed in the Test Administrator Manual.

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38

Timing

◆ The MontCAS ELP is an untimed test.

◆ During individual testing, Test Administrators should allow approximately 15 seconds of wait time for a student to begin a response.

◆ During group testing, Test Administrators should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.

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39

Special Accommodations

◆ Any student who is given accommodations must have an IEP or 504 on file.

◆ Mark the appropriate Standard Accommodations/ Nonstandard Accommodations bubble (Box 7) on the answer document.

◆ Braille and Enlarged-Print versions of the test are available (ordering deadline: 8/20/2010)

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40

Non-allowable Accommodations

◆ Test administration in a language other than English

◆ Translation of the assessment into another language

◆ Translation of the assessment into sign language

◆ Use of dictionaries or other reference aids

◆ Accepting non-English responses

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41

Scoring Guides

◆ Oral responses are scored by Test Administrators at the time of testing

◆ Responses are rated using the Scoring Guides in the Test Administrator Manual

◆ Mark the Blank (BL) bubble if the student fails to respond

◆ Test Administrator must study the Scoring Guides before giving the test for the first time

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42

Scoring Oral Reading

Test Administrator Directions: This is the test administrator's copy of the Oral Reading text. Circle errors (misread or skipped words). Draw a diagonal slash after the last word read/attempted in 60 seconds.

Jane wanted to learn how to skate for a long time. Mother gave Jane skates for her   17

birthday. She was very happy with this present.   25

Jane called her friend Nancy. "Now I can go to the ice rink with you. I have my own   44

skates."   45

Directions: Write the number of the last word spoken in the spaces at the top of the **Words** box and bubble in the corresponding numbers in the grid. Then write the number of errors in the spaces at the top of the **Errors** box and bubble in the corresponding numbers in the grid. When bubbling in numbers less than 100, use leading zeros. For example, to record 75 words, bubble in 075.

Important: The number of Words should be the total words attempted, NOT the number of words minus errors. Scores will be calculated by the Scoring program.

Words 0 4 2   Errors 0 0 3

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43

Testing Absentees

◆ All LEP students should be administered all sections of the test.

◆ If a student is absent for a particular testing session, schedule a make-up test for that student within the testing window.

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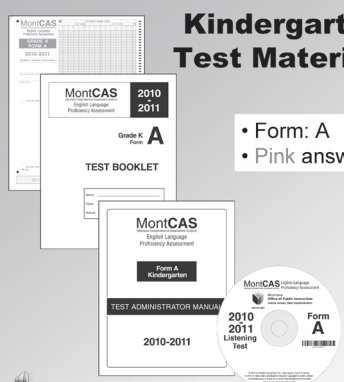English Language
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44

B. Testing Kindergarten

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Notes: _____

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Kindergarten Test Materials
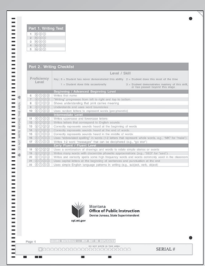
- Form: A
- Pink answer document

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46

Kindergarten Test Administration

- ◆ All tests are individually administered
- ◆ All responses are recorded by Test Administrator on the Form A answer document

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47

Form A: Listening Test
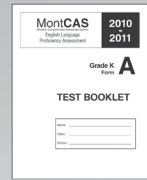
- ◆ Administered using Form A Listening CD
- ◆ Includes demonstration & practice items
- ◆ Test booklet is in front of student
- ◆ Test Administrator
  - Follows directions in Test Administrator Manual
  - Pauses the CD when tone sounds
  - Marks responses or scores on answer document

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48

Form A: Speaking Test

- ◆ Time per student: about 15 minutes
- ◆ Administered using the script in the Form A Test Administrator Manual
- ◆ Test booklet is in front of student
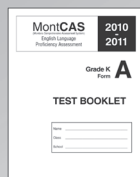- ◆ Test Administrator marks scores on answer document

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49

Form A: Reading Test

MontCAS 2010 2011
English Language Proficiency Assessment
Grade K Form **A**
TEST BOOKLET

- ◆ Time per student: about 20 minutes
- ◆ May be combined with Speaking Test in a single session
- ◆ Student responds to multiple-choice questions by circling answer in test booklet
- ◆ Test is stopped when student gets 3 in a row wrong

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50

Form A: Writing Subtest

- ◆ Part 1: Student Participation
- ◆ Part 2: Checklist based on classroom observation

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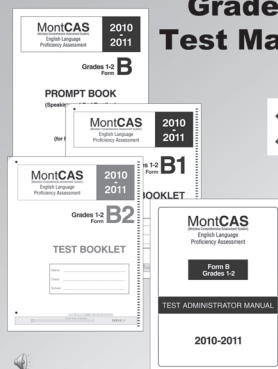English Language
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51

C. Testing Grades 1-2

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52

Grades 1-2 Test Materials

MontCAS 2010 2011
English Language Proficiency Assessment
Grades 1-2 Form **B**
PROMPT BOOK

MontCAS 2010 2011
English Language Proficiency Assessment
Grades 1-2 Form **B1**

MontCAS 2010 2011
English Language Proficiency Assessment
Grades 1-2 Form **B2**
TEST BOOKLET

MontCAS English Language Proficiency Assessment
Form B Grades 1-2
TEST ADMINISTRATOR MANUAL
2010-2011

- ◆ Form: B
- ◆ Scannable test booklets

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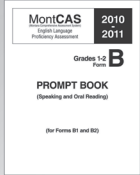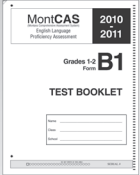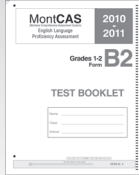
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53 — Grades 1-2 Test Administration

- 4 tests: Reading, Writing, Listening, Speaking

- The first three tests are group administered to small groups of 5-7 students

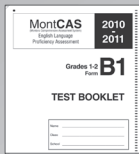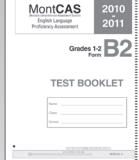- Speaking Test and Oral Reading Fluency Test, where applicable, are individually administered

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English Language
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54 — Forms B1 and B2: Reading & Writing Tests

- Group administered.

- Students mark or write all their answers in their scannable test booklets.

- Test Administrator reads the questions but not the response options or passages.

- Test Administrator makes sure students write their answers in the correct place.

- Test Administrator does not score the written responses.

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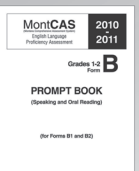Notes: _____

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55 — Form B: Listening Test

- Administered using Form B1 or Form B2 Listening CD, as appropriate

- Students mark their answers in their scannable test booklets

- Test Administrator pauses CD player while students respond

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56 — Form B: Speaking

- Individually administered, using script in Form B Test Administrator Manual

- Time per student: 15-20 minutes

- Student views prompts in the Prompt Book (for Speaking and Oral Reading)

- Test Administrator marks scores on appropriate answer pages in back of student's B1 or B2 test booklet

- Oral Reading Test is administered at end of Speaking Test

MontCAS
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English Language
Proficiency Assessment

Notes: _____

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57

D. Testing Grades 3-12

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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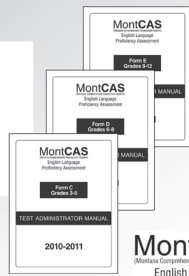**58**

Form	Grade Span
C	3 - 5
D	6 - 8
E	9 - 12

Grades 3-12
Test Materials

Each grade-span level has its own:

◆ Test Administrator Manual
◆ Level 1 Listening CD
◆ Level 2 Listening CD
◆ Level 1 test booklet & answer document
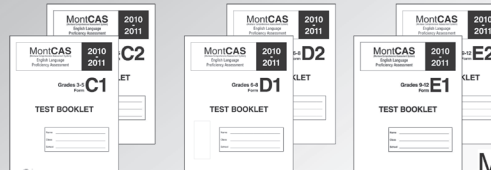◆ Level 2 test booklet & answer document

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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59

Grades 3-12 Test Administration

◆ 4 tests: Reading, Writing, Listening, Speaking
◆ The first 3 tests are group-administered
◆ Speaking and Oral Reading Tests are individually administered
◆ All responses are marked or written in the student answer document
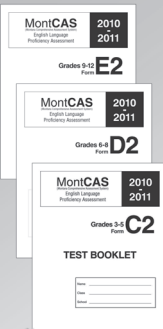
Mont**CAS**
English Language
Proficiency Assessment

Notes: _____

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60

Forms C, D, & E: Reading & Writing Tests

◆ Test Booklets C1, D1, and E1 are for LEP1 Beginner Level students.

◆ Test Booklets C2, D2, and E2 are for all other LEP students.

◆ Reading and Writing tests are different in the two booklets.

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(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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61

Forms C, D, & E: Listening Test

◆ Group administered.

◆ Administered using Form C1, C2, D1, D2, E1, or E2 Listening CD.

◆ Test Administrator pauses CD while students respond.

◆ Students mark their answers in their scannable answer documents.

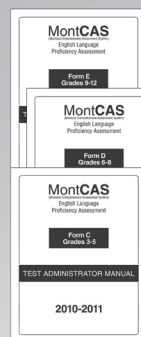MontCAS
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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62

Forms C, D, & E: Speaking Test

MontCAS
Montana Comprehensive Assessment System
English Language
Proficiency Assessment
Form E
Grades 9-12

MontCAS
English Language
Proficiency Assessment
Form D
Grades 6-8

MontCAS
English Language
Proficiency Assessment
Form C
Grades 3-5

TEST ADMINISTRATOR MANUAL

2010-2011

◆ Individually administered, using the script in the appropriate Test Administrator Manual

◆ Time per student: about 20 minutes

◆ Student views prompts in his/her test booklet

◆ Test Administrator marks scores on the Speaking page in student's scannable answer document

◆ Oral Reading Test administered at end of Speaking Test. Administrator marks and bubbles the number of words attempted and the number of errors on answer document.

MontCAS
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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63

V. After Testing

MontCAS
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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64

After testing, the Test Administrator:

➔ Checks answer documents for completeness & proper bubbling.

➔ Completes one Test Administrator ID Sheet per each test form administered (e.g., B2) per grade-span group & places it in the Scoring Services Envelope with answer documents.

➔ Returns all materials to the School Test Coordinator.

MontCAS
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English Language
Proficiency Assessment

Notes: _____

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65

After testing, the <u>School</u> Test Coordinator:

→ Collects answer documents & all other test materials from Test Administrators.

→ Completes the School ID Sheet.

→ Affixes student barcode labels to student answer documents.

→ Bubbles in student information if there is no student barcode label.

→ Notifies AIM Coordinator to update student information.

→ Affixes voided barcode labels onto the Voided Barcode Label Form.

→ Returns all materials to the System Test Coordinator by November 24th.

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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66

After testing, the <u>System</u> Test Coordinator:

→ Receives answer documents & all other test materials from each school in the system.

→ Fills out the System ID Sheet.

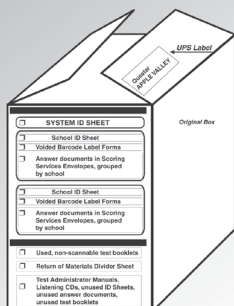→ Packs and ships answer documents & all other test materials by December 3rd.

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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67

Packing and Shipping

UPS Label

Questar APPLE VALLEY

Original Box

| SYSTEM ID SHEET |
| School ID Sheet |
| Voided Barcode Label Forms |
| Answer documents in Scoring Services Envelopes, grouped by school |
| School ID Sheet |
| Voided Barcode Label Forms |
| Answer documents in Scoring Services Envelopes, grouped by school |
| Used, non-scannable test booklets |
| Return of Materials Divider Sheet |
| Test Administrator Manuals, Listening CDs, unused ID Sheets, unused answer documents, unused test booklets |

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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68

If you have questions...

About OPI assessment policy & who should be tested	Lynn Hinch, OPI Phone: (406) 444-3482 Email: lhinch@mt.gov
About OPI assessment policy & additional test materials	Karen Richem, Assessment Specialist Phone: (406) 444-0748 Email: krichem@mt.gov
About test administration	MontCAS ELP Customer Service Phone: (800) 931-6309 Email: montcas-elp@QuestarAI.com
About packing & shipping	

Mont**CAS**
(Montana Comprehensive Assessment System)
English Language
Proficiency Assessment

Notes: _____

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69

Good Luck with Your Testing!

When the test administration is over, we want your feedback about both the test itself and the process. There will be a downloadable form for feedback from both Test Administrators and Test Coordinators.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Mont**CAS**
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English Language
Proficiency Assessment

Notes: _____

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